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The added stimulus of E.S.E.A. funds in 1965 and the cumulative effect of the Cooperative Research Act of 1954 have combined to greatly expand efforts of local school districts in the area of educational research. In many districts positions have been created to write, implement, coordinate, and evaluate federal proposals and projects, as well as general institutional research. Many federal programs have been developed for the training of directors or coordinators of research. These guidelines establish the need for such a position, and suggest the staff role, responsibilities, equipment and office needs, reference and periodical needs, and methods of integrating the position into the existing school framework. (DK)

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STATE COLLEGE OF IOWA

Bureau of Research and Examination Services

BULLETIN

on

Suggestions for the Coordinator of Federal Programs and/or Director of Educational Research in a Local School District

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PREFACE

The C. R. A. Educational Research Training Institute at State College of Iowa began on June 13 and continued through August 6, 1966. It was attended by 26 graduate students from five states, all had M. A. degrees, and all were employed for at least one-fourth time either as coordinators of programs using Federal funds or as research directors in their school district. The Institute was under the direction of Dr. Harley Erickson, who also taught one of the three courses, Topics in Statistical Analysis. He was assisted by two other full-time instructors. In addition, three members of the Bureau of Research and Examination Services contributed one-fourth of their time to the Institute.

This Institute at Cedar Falls, Iowa was similar to others held at Tempe, Arizona; Minneapolis, Minnesota; Modesto, California; and Chicago, Illinois, to name only five of the twenty-nine such institutes held during the summer of 1966. Its support suggests that more local districts are interested in wise use of research funds and the purposeful investigation of different methods of teaching, curriculum design and motivation.

Because Iowa had only one full-time educational research worker employed by the 458 local districts before 1966, it was obvious that the position of coordinator of federal programs or the director of educational research would be a new step for many districts who, in 1966, had their staff represented in the Cedar Falls or other C. R. A. Research Institutes.

With this problem in mind, the writer talked with the various national leaders in school research who were speakers at the Research Institute and who worked with the trainees of the institute as well as with the faculty members. The ideas arising from these talks were gathered together and presented to the Institute in a paper during the final week. This Bulletin represents a further refinement of that paper. It is available from the Bureau of Research and Examination Services. Superintendents, local districts, state departments of public instruction, college and university instructors preparing school research workers, and professors of school administration and educational research will, we believe, find it useful.

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October, 1966.

Local school districts felt the financial support of federal funds with the National Defense Education Act passed in 1958 and extended in 1961, 1963 and 1964. Five of the eleven titles provided for various kinds of grants to local school districts. In 1962 the Manpower Development and Training Act provided support for public school adult vocational education programs. The Economic Opportunity Act of 1964 provided for Head-Start programs operated by the community (mainly by schools) and financed 90 per cent of the costs. But it was the Elementary and Secondary Education Act of 1965 with its Title I appropriation of over one billion dollars that convinced many districts, large and small, that a coordinator of federal programs was needed in their own local districts.

The Project on the Instructional Program of the Public Schools, directed by Ole Sand, had recommended in its 1963 publication Education in a Changing Society that "school systems should allocate an appropriate proportion of their annual operating budgets - not less than one per cent - for the support of research, experimentation, and innovation".

This came as a shot-in-the-arm to certain districts but few were in a position to do anything. True some metropolitan districts, like Detroit and St. Louis, had been hiring men for educational research positions at least since the 1940's. The state of Iowa, however, reported only one such full-time employee among its 459 high school districts in 1964-5. It was, no doubt, the added amount of federal funds for educational research in the E. S. E. A. of 1965, plus the cumulative effort of the snowballing Cooperative Research Act of 1954, which brought into being some fourteen summer research institutes in 1966, preparing personnel for leadership in public school research.

Most of these summer 8-week institutes had as their goal the preparation of school research workers. The institute titles show the kind of emphasis varied from place to place. At Eastern Kentucky State College it was an "Institute to Develop Research Coordinators"; at Auburn University it was an "Institute to Develop Educational Research Personnel"; at the University of Denver it was a 5-week "Institute for Public School Researchers"; at State College of Iowa it was an "Institute for Training Public School Educational Researchers"; and at Ball State, it was an "Institute on Research and Evaluation Techniques for Public School Personnel to Evaluate Present and Future Title I Projects".

There is evidence that local public school districts have now become interested in research, mainly along the lines suggested by the evaluation programs found in Title I Guidelines for the E. S. E. A. This evidence is found in the support these CRA Institutes received. For example, the State College of Iowa enrolled 26 students from five states in spite of the fact that State College of Iowa did not know until May 3 that the institute had been approved. No public announcement could be made until later in May. The enrollees were selected on May 27th and reported on June 13. The interest of the "grass roots" local school district is evidenced by the fact that the 19 enrollees from Iowa came from high school districts whose median total enrollment was 800. (The state median is 689). The median total enrollment of the seven out-of-state enrollees was 1,900 students. Each of the enrollees had been recommended by his local administrator who said their candidate would be assigned at least one-fourth time for research responsibilities in 1966-67.

What is the purpose of this new person in the school system? Where is his place in the local organization? What will he be doing in the many local districts with a total student enrollment of between 600 and 6,000? What will he need in the way of special equipment, tools and office help? How will the job get done? Some suggestions for each of these questions will follow. They come from working with the Institute for Training Public School Educational Researchers, from discussion with the staff of the Institute at State College of Iowa, from the limited literature and from remarks and suggestions made by resource people brought to the Institute directed by Dr. Harley Erickson.

I. The Purpose of the New Person

The purpose of the new position is to provide a systematic approach to the study of improving the teaching, the curriculum, the instruction, and the learning and retention of the students in the district. For many good reasons it may be wise to call the new position the Director of Systematic Studies. This is the choice of the Schools of Oakland County, Michigan. Dr. Loyal Joos, Director of Systematic Studies, Oakland Schools, Pontiac, Michigan, says "Systematic study begins with the general problem of school improvement, but any particular study begins with a particular problem, such as: which is the better of two ways of teaching reading; or, what school experiences are most likely to lead to success in higher mathematics."

To accomplish this purpose the Director in schools whose enrollment is from 600 to 3,000 should have no less than half-time for this work and could continue half-time as a classroom teacher, principal, supervisor or assistant superintendent. If he gives one-fourth time to coordinating federal programs and one-fourth time to school research, then by all means the district must employ another person for at least half-time to work in his place when he works as Coordinator of Federal Funds or Director of Systematic Studies. Title I funds allow for this.

II. The Relation of the Position to Other Staff Members

The Director of Systematic Studies for the entire district would have a staff relationship rather than be in a line of control from the superintendent and the principal to the teacher. If, however, the Director works within an attendance area, then he would be responsible directly to the building principal, if he works within a level, secondary, then he would be responsible to the director of secondary education. He works with teachers, with principals, with supervisors, with special staff, such as the school nurse, guidance personnel and librarians, and for the chief administrator. The job description should be prepared by the Director of Systematic Studies, discussed by the staff, approved by the superintendent and accepted by the Board of Education.

III. Some Responsibilities of the New Position

1. Independently, or at the suggestion of staff, and sometimes with the help of staff members, prepare proposals for various Titles of the Federal Programs appropriate for the district.

2. Dr. Loyal Joos suggests four basic problems to be met in measurement evaluation of school programs under Title I of E. S. E. A.:

   a. Identification of pupils
   b. Diagnosis of pupil needs
   c. Process evaluation
   d. Achievement evaluation
   e. Program evaluation

3. Dr. Ira Semler, Director of the Research Center, Cedar Rapids Community School District, Iowa, lists these general services:

   a. Stimulate information flow related to educational research
   b. Generate research questions
   c. Review the literature related to a problem
   d. Design experiments
   e. Process data
   f. Analyze date
   g. Identify research conclusions with local implications
   h. Coordinate research effort

4. Dr. Everett A. Landin, Superintendent of Schools, Easton-Redding Public Schools, Regional School District #9, Redding, Connecticut, and formerly with the Commonwealth of Pennsylvania Department of Public Instruction helping to form the Area Curriculum Centers, emphasizes the need to organize for communication. "Until and unless adequate and effective communication is attained nothing can possibly happen." An example of good communication is the report "Research Services and Functions" prepared for the Cedar Rapids Board of Education and for public use by Dr. Semler. It contains the following appendices:

   I. Ground rules for research in the Cedar Rapids Community School District
   II. Flow charts for control of extra-system research
   III. Research application form
   IV. Research projects originating within the school system
   V. Summary of action taken on research proposals submitted to the research coordination committee from September, 1961 to October, 1965.

5. Serve as a liaison agency for projects which originate from outside the school system.

6. Provide resources to school personnel who are working on advanced degrees to carry out thesis research which has relevance to the local districts educational effort.

7. Help organize and collect the basic data and information needed in any public school system to determine and predict such items as: enrollment trends, sources and amounts of income, building needs, personnel changes, and growth of pupil achievement.

IV. Special Equipment, Books and Office Needs

The Director of Systematic Studies will need an office to work in, equipped with desk, filing cabinet, telephone, chairs, bookcase, work table, and display area for magazines plus bulletin board space. He should have the help of a full-time clerk or secretary, with place for her to work. The usual office supplies, envelopes, postage, etc. should be secured.

In equipment, the Director will need the usual typewriter and dictaphone, the availability of a copying machine and mimeograph, plus some special equipment. He should have a desk calculator. The school district should contract with a local concern, or a nearby large school system, an intermediate unit district, or college or university, for computer program time. Card punching facilities should

also be established. Many institutions, like the Bureau of Research and Examination Services, State College of Iowa, have arranged to help the faculty in research activities. "Computer Programs" by Gerald Bisbey, in the April 1966 issue of The Mercury, monthly publication of the Bureau of Research and Examination Services, lists eleven different programs which are available to faculty members.

Each Director will bring his own personal books, journals, references and periodicals. Certainly at least the following kinds of publications should be available for the use of the Director and members of the staff:

A. General References

1. The Doubleday Guide to Federal Aid Programs 1966-67, Ruth Ann Roney, Doubleday, New York, paperback, 1966.
2. Encyclopedia of Educational Research, A. E. R. A., Chester W. Harris, editor; The Macmillan Co., New York, 1960.
3. Handbook of Research on Teaching, A. E. R. A., N. L. Gage, editor; Rand McNally, Chicago, 1963.
4. National Register of Educational Researchers, Phi Delta Kappa, Bloomington, Indiana, 1966.
5. Sixth Mental Measurements Yearbook, edited by Oscar K. Buros, Gryphon Press, Highland Park, N. J., 1965.
6. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain, Benjamin S. Bloom, editor; David McKay Company, Inc., New York, 1956.
7. Taxonomy of Educational Objectives, Handbook II: Affective Domain, David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, David McKay Company, Inc., New York, 1960.
8. What Research says to the Teacher, published by American Educational Research Association and National Education Association. All 32 titles $6.40.
9. Yearbooks of the National Society for the Study of Education, Chicago.

B. Journals and Periodicals

1. Education Recaps published by Education Testing Service.
2. Education USA and Washington Report published by NEA.
3. Educational Researcher published by A. E. R. A.
4. Journal of Educational Research published by Dembar Educational Research Service, Madison, Wisconsin.
5. The Mercury published by Bureau of Research and Examination Services, State College of Iowa.
6. NEA Journal published by National Education Association.
7. Phi Delta Kappan published by Phi Delta Kappa.
8. Research Bulletin, published by National Education Association.
9. Review of Educational Research, published by American Education Research Association.
10. Theory into Practice, published by Bureau of Educational Research and Service, The Ohio State University, Columbus, Ohio.

C. Textbooks and General Sources

1. Bruner, Jerome S., The Process of Education, Harvard University Press, Cambridge, Massachusetts, 1960.
2. Bruner, Jerome S., On Knowing: Essays for the Left Hand, Belknap Press of Harvard University, Cambridge, Massachusetts.

3. Bruner, Jerome S., Toward a Theory of Instruction, Belknap Press of Harvard University, Cambridge, Massachusetts, 1966.
4. Corey, Stephen M., Action Research to Improve School Practices, Bureau of Publications, Teachers College, Columbia University, New York City, N. Y., 1953.
5. Guilford, J. P., Fundamental Statistics in Psychology and Education, McGraw-Hill, New York, 1965.
6. Kerlinger, Fred N., Foundations of Behavioral Research, Holt, Rinehart and Winston, New York, 1964.
7. Lindquist, Everet F., Design and Analysis of Experiments in Psychology and Education, Houghton Mifflin Company, Boston, 1953.
8. Miller, Richard I., Education in a Changing Society, Project on the Instructional Program of the Public Schools, National Education Association, Washington, D. C., 1963.
9. Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill, New York, 1956.
10. Tredt, Sidney, The Role of the Federal Government in Education, Oxford University Press, New York, 1966.

V. Getting the New Position Underway

1. Begin with the question of need and purpose. Does your district have the information on hand it needs to make decisions? Do questions about the effectiveness of old and new methods, short and long class periods, large and small classes get studied? Are your teachers suggesting new methods, new texts and other changes and evaluating these changes? Do you have a number of federal programs underway or funds available if proposals can be prepared? If you need a Coordinator of Federal Programs, a Director of Educational Research, or a Head of Systematic Studies, now is the time to get started.

2. Funds for the position should come from at least two sources. Study recommendation No. 6 of the Project on the Instructional Program of the Public Schools. If your district can't start with one per cent of its budget for research, experimentation, and innovation, then suggest half or at least one-third of one per cent for research. (Work for state legislation that will get additional state funds to match those contributed by the local district for research. Dr. Landin reported this has been done in Pennsylvania.)

   The second source is to budget for the costs of evaluation of Title I projects and add this to the local per cent going for research. The U. S. Office of Education booklet, Guidelines: Special Programs for Educationally Deprived Children - Section II, Design and Evaluation of Projects, says on page 35: "The cost of evaluation, including consultant fees, can be charged to the Title I project budget. A small investment in evaluation that leads to more effective practice can pay rich dividends." Dr. Semler also indicated that the school might easily allow from three to five per cent for costs of handling data. All computer time might be channelled through the new research position and this included in your budget.

3. Many schools may want to establish a Research Committee that helps make policy and act on research proposals. In addition to the Director and the Superintendent, the Committee might include the Guidance Director, or Curriculum or Special Education Director, a principal and classroom

teacher. The Committee makes ground rules as they are needed. According to Dr. Semler a rule which supports both research and public relations is the Cedar Rapids policy to ask and receive the parent's permission before any child participates in any research project.

4. Small and large districts will want to study carefully the position paper, the flow chart, and the task force ideas reported by Dr. Edwin D. Stevens, in his article, "Do-it-Yourself in Granby", which appeared in the July 17, 1965 issue of the Saturday Review. The Cedar Rapids report on "Research Service and Functions" also makes use of flow charts and requires a research proposal or outline to be presented to the Research Committee before any study begins.

5. Plan from the beginning that the Research Center, or the Systematic Studies Office will support the school with service. Dr. Joos suggests this office should help the school work toward data processing of its major job such as pay rolls, class scheduling and pupil accounting. He believes a district of 2,000 or more needs computer service and when time is budgeted for this work the research projects can also be accomplished. His paper "Computer Uses in Local School Research" includes a number of specific principles and practices.

In conclusion it seems safe to say that in 1966-67 many local school districts will give a new quarter or half-time job to a hard-working, eager teacher, principal or supervisor and will call him the Research Director or Coordinator of Federal Projects. If that's you, then you are lucky indeed!